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LANGUAGE RESEARCH IN PROGRESS. REPORT NUMBER 1, JUNE 1965, CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE RESEARCH PROJECTS CURRENT JANUARY - MAY 1965.

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THIS FOUR-PART REPORT LISTS 438 LANGUAGE RESEARCH PROJECTS. PART I LISTS PROJECTS BY PRINCIPAL INVESTIGATOR, INSTITUTION, AND TITLE. PART II LISTS, ALPHABETICALLY, PERSONS WORKING ON ONE OR MORE OF THESE RECORDED PROJECTS. PART III LISTS MAIN SUBJECT CATEGORIES AND SUBCATEGORIES, BASED ON KEY WORDS SELECTED FROM THE REPORTS. PART IV IS AN ALPHABETIZED AND CROSS-REFERENCED THESAURUS OF SUBJECT-MATTER HEADINGS. LANGUAGE RESEARCH IN PROGRESS PROPOSES TO FOLLOW THIS FIRST BIBLIOGRAPHY WITH SUCCEEDING PUBLICATIONS AT APPROXIMATELY 6-MONTH INTERVALS. (AMM)

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CENTER FOR APPLIED LINGUISTICS

1755 Massachusetts Avenue, N.W., Washington D.C. 20036.

LANGUAGE RESEARCH IN PROGRESS

Cross-referenced list of documented language research projects

current January - May 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Report no. 1, June 1965.

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PREFACE

Many different research activities contribute to our knowledge and understanding of language systems, speech acts and body movements as they are learned and used in human communication. These activities take place in different academic departments, at different levels both within and outside the formal educational system, under different auspices and hence with a multitude of immediate purposes and possible applications. Scholars in different fields with overlapping interests are finding it increasingly difficult to keep in touch with such projects or even to know that they exist. In October 1964, with these problems in mind, the Center for Applied Linguistics began a continuing file of what we call, for the sake of brevity, Language Research in Progress. The present list of current research projects, which falls far short of being complete, will be followed by others at approximately six-month intervals.

The aims, coverage and emphasis of the Center's Language Research in Progress project undoubtedly overlap to some extent with those of certain other information-gathering and disseminating projects both in this country and abroad. At the present stage of development of information storage and retrieval techniques each dissemination project can profit greatly from the special techniques and special coverage of the others. Mutual assistance and collaboration among such projects and the scholars who are requested to report their research to them will lead, we hope, to a sophisticated formal network of information sources feeding a mechanized clearinghouse which would process and disseminate related information and documents of many kinds. Much patient national and international cooperation in the long-range exploration of many complex problems will be required if such a system is eventually to materialize. The Center for Applied Linguistics will continue to contribute to this objective; it offers the present series of reports as an interim service to interested scholars and teachers.

A useful classification of projects cannot be based on titles alone. This report therefore lists only projects for which we have been able to secure abstracts of goals and methods. Abstracts may not have been obtained for a number of reasons: (1) the project has not come to our attention; (2) the project was completed before December 31, 1964; (3) the principal investigator did not reply to a request for information; (4) no request for information has yet been made. This last is especially true of certain very extensive projects involving many different investigators, e.g. Project English and Project Literacy (U.S.Office of Education) and the various projects of the Center for Cognitive Studies at Harvard. These and other projects will be included in subsequent reports.

Abstracts of the goals and methods of any project listed, and information concerning progress to date, may be obtained by addressing Language Research in Progress, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W. Washington D.C. 20036. Requests will be processed as promptly as possible in the light of the fact that our procedures are not yet mechanized. Actual reports and other documents must be obtained from the investigator concerned.

We are grateful to the many institutions and individuals who have contributed information.

Alfred S. Hayes
Joy Varley
Grace Yeni-Komshian

USING THIS REPORT

Projects are classified in four interrelated lists:

Part I lists projects by principal investigator, institution and title only. Where no title was specified by the investigator, or where slightly modified titles were applied to the same project as partially supported by different funding agencies, a suitable single title has been devised. The reference number on the left side of the page is the project number by which investigator and title are subsequently identified.

Part II lists alphabetically all persons who, according to our records, are working on one or more projects recorded in our files. The name is followed by the project number(s). Refer to Part I for the title of the project.

Part III lists main subject categories in the left hand column, sub-categories in the right hand column. The numbers under each heading are the reference numbers of the projects classified under that heading. These categories and sub-categories, some of which may seem arbitrary or unusual, are based on a careful selection of key words from the reports and other materials we have examined to date. They are not intended to provide an exhaustive classification of language research, but to make it as easy as possible for users with widely divergent needs and interests to find what they are looking for. It should be noted that projects may be included under a main or sub-category for which the principal investigator has indicated that his project has implications. It may not deal directly with that subject.

Part IV is a thesaurus, an alphabetized and cross-referenced list of commonly-used subject matter headings which may be needed to locate projects in Part III. For example, the heading "articulation" does not appear in Part III, but does appear in Part IV, where you will find that we have listed projects dealing with articulation in the sub-category SUPRALARYNGEAL RESEARCH under the main category SPEECH PATHOLOGY. Main categories are capitalized and underscored, sub-categories are capitalized, while cross-references appear in lower-case type, followed by the main or sub-category under which projects dealing with that subject are classified.

PART I LIST OF PROJECTS BY INVESTIGATOR, INSTITUTION AND TITLE

Project number	Investigator and Institution	Project title
11	Glen Willbern Modern Language Association of America	Maintenance of the roster of teachers and students of neglected languages
12	John Fisher & Wilmarth Starr Modern Language Association of America	Activities related to the MLA foreign language proficiency tests for teachers and advanced students
13	Ilse Lehiste Ohio State University	General acoustic phonetics
16	Fred Householder Indiana University	Syntactic and semantic structure of English
17	Fred Householder	Application of linguistics transformational analysis
20	Paul Garvin Bunker Ramo Corporation	Inductive methods in language analysis
21	Paul Garvin & Edith Trager	Machine translation of speech into orthographic English
26	Meiko Han Univ. Southern California	Korean acoustic phonetics
30	Jane W. Torrey Connecticut College	Experimental studies on the learning of syntax
31	George L. Trager State University of New York at Buffalo	Language and culture studies of the Indians of Taos Pueblo
32	Thomas A. Sebeok Indiana University	Volume 4 of Current Trends in Linguistics: Ibero-American and Caribbean linguistics
33	Thomas A. Sebeok	Volume 3 of Current Trends...: Theoretical foundations
35	A. Kimball Romney Harvard University (research done at Stanford University)	Semantic structures in Tzeltal
36	K. L. Hale University of Arizona, Tucson	Analysis and classification of native Australian languages

38	Elain K.Ristinen (Mrs. Stanley Hagstrom)	Research for a descriptive grammar of Samoyed, particularly Nenets
40	Gordon M. Day National Museum of Canada	Abenaki dialects
42	Gaston E. Blom University of Colorado Medical Center	A content analysis of and children's responses to stories in first grade
46	Charlotte Huck Ohio State University	Critical reading ability of elementary school children
47	Francis J. Di Vesta Pennsylvania State University	1. Studies in verbal processes 2. Verbal mediation in children's learning preferences
49	David S. Palermo Pennsylvania State University	Associative processes in children's verbal learning
51	Egan A. Ringwall State University of New York at Buffalo	Behavioral correlates of infant vocalizations
52	Arthur Flowers State University of New York at Albany	Central auditory disabilities of normal and lower group readers
57	Mary Finocchiaro Hunter College, New York	Bilingual readiness during earliest school years
59	John R. Bormuth University of California, Los Angeles	Relationships between selected language variables to comprehension and comprehension ability and difficulty
60	K. E. Oberholtzer Denver Public Schools	A study of the effectiveness of beginning the teaching of reading in kindergarten
62	Edward B. Jenkinson Indiana University	English open to all junior and senior high school students: an English Curriculum Study Center
64	Harlan L. Lane The University of Michigan	Experimental analysis of the control of speech production and perception
65	Harry Singer University of California, Riverside	Substrata-factor changes accompanying development of general reading ability at the elementary school level

66	William D. Sheldon Syracuse University	A center for demonstrating the teaching of reading to students in grades 7 to 12
67	William D. Sheldon	A comparison of the effect of instruction using basal readers, phonics materials and linguistic readers on the reading ability of first grade pupils
73	Walter Loban University of California, Berkeley	Language ability, grades 7 - 12.
74	Leonard P. Landry Colorado State College, Greeley	High school grammar composition: a correlation of the traditional and structural methods of language analysis
80	Norman Sam Lehigh University	Structural analysis of the written composition of intermediate grade children
84	Joe E. Pierce Portland State College	The survey and description of languages which are nearing extinction in Oregon
86	Russell Maeth & William De Bary Columbia University	Development of material for high school instruction in Chinese
87	Stanley Lieberson University of Wisconsin	Demographic analysis of linguistic pluralism
89	Theodore L. Harris University of Wisconsin	Experimental development of variability in reading rate
90	David P. McAllester Wesleyan University	Analysis of Navaho ritual
91	Martin Deutsch Institute for Developmental Studies, New York	Relationship of language development to social class
92	Charles B. Huelsman Ohio State University	The effect of vision training upon the subsequent reading achievement of 4th grade children

96	Elizabeth H. Rusk Michigan State University	Unified academic and professional experiences in language and writing for the preparation of secondary school teachers of English
97	John R. Willingham University of Kansas, Lawrence	A 'correspondence-tutorial' method for teaching college freshman composition
98	Robert C. Pooley Wisconsin State Dept. of Public Education	A sequential English language arts curriculum in linguistics, logic, semantics, rhetoric, composition and literary analysis and criticism for grades K-12.
102	Paul Garvin Bunker Ramo Corp.	A study of fulcrum techniques of language analysis
103	G. Reitz Bunker Ramo Corp.	Computer aided research in machine translation
111	Helen K. Smith University of Chicago	Instruction of high school students in reading for different purposes
113	Ruth H. Weir Stanford University	Rules to aid in the teaching of reading
114	Patrick Suppes Stanford University	Application of learning theory to problems of second language acquisition, with special reference to Russian
115	Theodore L. Harris University of Wisconsin	An experimental study of the group vs. the one-to-one instructional relationship in 1st grade basal reading programs
119	D. Gordon Rohman Michigan State University	Construction and application of models for concept formation in writing
120	William McColly State University College, Oswego	The dimensions of composition annotation

122	J. R. Whitman, V.A. Hospital American Lake, Washington	Factors influencing free recall learning
124	Clyde E. Noble Univ. of Georgia, Athens	Verbal learning and individual differences
126	John R. Hayes Decision Sciences Laboratory	An investigation of the solution of simple logical problems
132	D. G. Ellson Indiana University	Programmed tutoring of elementary reading
138	C. B. Ferster Institute for Behavioral Research	Psychobiological investigation of the development of new verbal behavior
140	Frederick H. Kanfer University of Oregon Medical School	Verbal behavior determinants: vicarious learning
141	Martin Deutsch Institute for Developmental Studies, New York.	Relationship of language development to social class: interrelationships among various facets of verbal and conceptual behavior
147	Edmund S. Howe University of Maryland, Baltimore	Effects of adverbs and verb tense on meaning
148	Charles N. Cofer Pennsylvania State University	Learning, retention and recovery of meaningful material
150	George Mandler & Endel Tulving University of Toronto	Organization and structure in verbal learning and memory
153	Arnold Mechanic Alameda State College	Response integration of verbal units as a function of articulation
158	A. W. Staats Arizona State University, Tempe	Language communication
159	Howard R. Pollio University of Tennessee, Knoxville	Cognitive structure of verbal behavior
164	Leonard M. Horowitz Stanford University	Studies in verbal learning
172	David Arenberg Baltimore City Hospitals	Verbal learning and age

176	James J. Asher San Jose State College	Development of a theoretical model for programmed learning of languages
184	Fred Schwartz Austin Riggs Center, Mass.	Studies of association
188	Charles E. Osgood University of Illinois	Comparative psycholinguistics: affective meaning systems
190	Ronald C. Johnson University of Hawaii	Latency, association value and verbal learning
198	Jaan Puhvel & Joseph Applegate University of California, Los Angeles	Determination of the role of sound films utilizing animation and graphic images in foreign language teaching
199	Joseph Applegate	An investigation of the consonant systems of Berber languages
201	Howard P. McKaughan University of Hawaii	A Maranao dictionary
204,205	John De Francis Seton Hall University	Chinese readers and texts for secondary schools
209	Henry Hoge University of Wisconsin, Milwaukee	The syntax of contemporary Brazilian Portuguese
210	Henry Hoge	An elementary course in Brazilian Portuguese: oral intensive teaching materials
225	Aaron S. Carton City University of New York	Procedures to encourage and systematize the use of inference and analogy in foreign language comprehension, learning and retention.
226	Martin Deutsch Institute for Developmental Studies, New York.	Visual and auditory efficiency and its relationship to reading in children
228	Thomas C. Stevens Sulver-Stockton College, Mo.	The adaptation of the audio-lingual approach to the teaching of elementary French in a small liberal arts college
229	Denis Sinor & John Krueger Indiana University	Basic course in Khalkha Mongolian

231	Peter Boyd-Bowman Kalamazoo College	Experimentation with taped materials and native informants to develop for small colleges some programs of independent study in the neglected languages
237	Walter Lehn University of Texas	Preparation of a Spoken Egyptian Arabic text
240	Y.R.Chao University of California, Berkeley	Text readings in spoken Chinese
242	Theodore H.E. Chen Univ. of Southern California	Materials for teaching Japanese in secondary schools
243	Leo Chen San Francisco State College	Instructional materials in Foochow for adult beginners
244	Gerald J. Brault University of Pennsylvania	Expansion of Bowdoin French materials
246	Joseph Applegate University of California, Los Angeles	Preparation of a reference grammar of Kabyle
247	Alexander Schenker Yale University	Basic text in Polish
248	George A.C. Scherer University of Colorado, Boulder	Word frequency in the German short story
250	William J. Samarin Hartford Seminary Foundation	A dictionary of Sango
251	Punya Sloka Ray University of Chicago	Study of the Dacca and Calcutta standard dialects of Bengali and production of preliminary teaching materials for Dacca
252	Punya Sloka Ray	A reference grammar of Bengali
255	Garland Cannon Queens College, New York	The application of generative theory to the analysis and understanding of poetry
257	Roger W. Wescott Wilson College, Pennsylvania	Strepital communication: a study of non-vocal sound production among men and animals
258	John Flavell University of Rochester	Research with children

259	Slater E. Newman University of North Carolina, Raleigh	Factors affecting learning and performance on paired-associate, serial, and free recall tasks.
260	C.B. Ferster Institute for Behavioral Research	Arithmetic behavior in Chimpanzees
261	Gerald Newmark Systems Development Corp.	Research in programmed instruction in Spanish with 7th-grade students
262	Theodore Mueller University of Akron, Ohio	1. French by programmed learning. 2. Programmed instruction in teacher retraining
263	Peter B. Warr University of Sheffield	Communication to the Public
264	Edmund B. Coleman New Mexico State University	Improving the comprehensibility of printed material
265	George A. Hillocks, Jr. Western Reserve University	Comprehensive program in English for 7th, 8th & 9th grades: literature, language, composition.
266	Julius Laffal V.A.Hospital, West Haven, Conn.	Research in the psychology of language
267	Wilbert S. Ray Bethany College, W.Va.	Functional fixedness
268	William Kay Archer University of Illinois	Work on ethnolinguistics, ethnomusicology, ecology, language and culture
269	Norman N. Markel University of Florida	Research on speech and personality
271	John Morton University of Cambridge	Elaboration of a functional model for human language behavior
275	Charles E. Osgood University of Illinois	Linguistics and language behavior
276	Fred. E. Fiedler University of Illinois	Groups and organizational factors influencing creativity: amended to include communication, cooperation and negotiation in culturally heterogeneous groups

282	Don E. Dulany University of Illinois	Verbal operant conditioning
283	Israel Goldiamond Institute for Behavioral Research	1. Study of interviews (therapeutic and interrogative) by operant conditioning methods 2. Stuttering and fluency as manipulable operant response classes
284	George F. Mahl Yale University Medical School	Studies in expressive aspects of speech and gestures
285	Eugene A. Nida American Bible Society	Theory and practice of translating
286	Lyle Jones & Joseph Wepman Univ. North Carolina, Chapel Hill & University of Chicago	Psycholinguistic methods for classifying aphasia
287	Edward Crothers Stanford University	Presentation orders for items from different categories
289	Anthony L. Vanek University of Arizona	Phonology, Phonetics, Contrastive phonology, multilingualism, Czech, Russian.
290	Verner C. Bickley Univ. London Inst. of Education	The English language in Indonesia, Malaysia, Singapore: a comparative study with reference to social and political factors affecting the position of English in the three countries
294	W. Nelson Francis Brown University, R.I.	Preparation of materials and course of study for improving the command of standard English of entering Freshmen at Tougaloo College, Miss.
295	Frances Lief Neer Woodmere Academy, New York	Testing oral reading achievement of native American-English first-grade children with intonation instruction included in the program
296	James W. Ney Michigan State University	A linear numerical coding of linguistic units for distributional study
297	Murray Glanzer New York University	Verbal loop hypotheses

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303	Dennis J. Buttimore North Jersey Training School	Improvement of language skills in retarded children
304	Margaret Bullowa Mass. Mental Health Research Corp.	Development from vocal to verbal behavior in children
310	James C. Hardy State University of Iowa	A study of the physiology of speech breathing.
311	Robert A. Chase Stanford University	Objective evaluation of palato-pharyngeal function
312	Franklin S. Cooper Haskins Laboratory	Research program on dynamics of speech articulation
314	Hallowell Davis & Ira J. Hirsch Central Institute for the Deaf	Auditory communication and its disorders
316	Donald Dew University of Florida	Perception and formant measurement of inflected vowels
317	Allan E. Edwards Univ. Southern California	Effects of random sidetone on stuttering
318	Allan E. Edwards	Aphasia retraining with automated teaching machines
320	Orvis C. Irwin Wichita State University, Kansas	Comparative speech behavior of brain damaged children
321	Orvis C. Irwin & Harry Hollien University of Florida	A longitudinal study of adolescent voice change
324	Harry Hollien	Laryngeal research utilizing stroboscopic laminagrams
325	Harry Hollien	An investigation of vocal fry and pitch characteristics
326	Russell Meyers Highlands Clinic, Williamson,W.Va.	Modification by focused ultrasound of hyperkinesias, dyskinesias, and dysarthric speech exhibited by cerebral palsied individuals
327	Charles G. Hurst Howard University, D.C.	Identification of psychological correlates of dialectolalia
328	T. Kanai Dalhousie University, Nova Scotia	1. Central control of vocalization mechanism 2. Brain stem mechanism for vocalization

329	André Malécot University of Pennsylvania	Measurement of selected articulatory events of speech and their acoustic correlatives
330	Peter N. Ladefoged University of California, Los Angeles	Physiological parameters for synthesizing speech
338	G. Paul Moore & Harry Hollien University of Florida	Laryngeal vibration and vocal acoustics
340	Davis Howes & Norman Geschwind Boston Univ. Medical School	Statistical properties of aphasic language
344	C.L. Hutton V.A.R.O. Altanta, Ceorgia	Effects of frequency distortion on word discrimination
357	Gordon E. Peterson University of Michigan	Problems in speech communication and automatic speech recognition
358	Herbert Lansdell Nat. Inst. of Neurological Diseases and Blindness	Psychological evaluation of temporal lobe operations
360	Gertrud L. Wyatt Wellesley Public Schools, Mass.	1. Developmental language disorders in children 2. Treating children with non-organic language disorders
361	Harris Winitz Western Reserve University	Speech sound acquisition and programming
369	Gerald M. Siegel University of Minnesota	Experimental modification of speech fluency
375	Kenneth Purcell Children's Asthma Research Institute & Hospital, Denver, Col.	Experimental analysis of verbal interaction and monitoring of speech behavior
377	Eugene A. Nida American Bible Society	Relationships between glossolalia and mental health
378	Ralph L. Shelton, Jr. University of Kansas Medical Center	1. Predicting articulation from cinefluorographic measurement 2. Conducting a study on the comparison and calibration of oral and visual stereognosis in normal children
379	Gerald M. Siegel University of Minnesota	Verbal behavior of adults and retarded children

391	Rudolph W. Schulz State University of Iowa	Learning of aurally received verbal material
392	Rudolph W. Schulz	Mediation in verbal processes
393	Herbert Lansdell Nat. Inst. of Neurological Diseases and Blindness	The relation of induced dysnomia to phoneme frequency
400	William S-Y Wang Ohio State University	Project on Linguistic Analysis
401	Cyril M. Harris Columbia University	Analysis of speech sounds
403	A.E. Meeussen Musée Royal de l'Afrique Centrale, Tervuren, Belgium	"Lolemi" - a program of analysis of Bantu grammars
404	Victor Yngve M.I.T.	Mechanical translation
405	Yehoshua Bar-Hillel Hebrew University, Jerusalem	Measures of syntactic complexity
406	Harry H. Josselson Wayne State University	Machine translation from Russian into English
407	Harry H. Josselson	Comprehensive electronic data processing of two Russian lexicons
408	Anthony G. Oettinger Harvard University	Mathematical linguistics and automatic translation
409	Hans Karlgren Stockholm	Research Group for Quantitative Linguistics (KVAL)
410	Roy Wisbey University of Cambridge	Linguistic Computing Centre
411	Andrew D. Booth University of Saskatchewan	Machine translation with a post-editor
412	M.A.K. Halliday University College, London	1. Nuffield program in linguistics and English teaching 2. DSIR program in the linguistic properties of scientific English
413	Randolph Quirk University College, London	Survey of English usage

414	L.D. Harmon Bell Telephone Laboratories	Script recognition
415	Lydia Hirschberg Univ. Libre de Bruxelles	Studies in automatic language analysis
416	Martin Kay Rand Corporation	Design and construction of a catalogue and text management system
417	Martin Kay	Development of materials for automatic parsing
418	David G. Hays Rand Corporation	Syntactic annotation of a large corpus of scientific Russian
419	David G. Hays	Russian glossary building
420	David G. Hays	Collection and standardization of text on computer tape
421	Kenneth E. Harper Rand Corporation	Distributional analysis of Russian syntactic and semantic properties
422	Martin Kay Rand Corporation	Preparation of a Russian scientific concordance
424	David G. Hays Rand Corporation	Psychological correlates of syntactic constructs
425	Henrik Birnbaum Rand Corporation	Inquiry into nonverbal and nonfinite forms of predication
426	Dean S. Worth Rand Corporation	Analysis of Russian derivational morphology
427	Jane Robinson Rand Corporation	Program, dictionary and grammar for experimental parsing of English, ultimately to be related to problems of information retrieval
428	David G. Hays Rand Corporation	Bibliography of computational linguistics
429	Jonathan Weiss Children's Asthma Research Inst. & Hospital, Denver, Col.	Phonetic Symbolism

14.

430	Roy Lachman State University of New York at Buffalo	Approximations to English (AE) and short term memory: construction or storage?
431	James Deese Johns Hopkins University	Studies in the structure of associations
432	Eugene H. Rocklyn HumRRO	AUTOSPAN - development and evaluation of a self-instruc- tional method for teaching a foreign language
434	W.P. Lehmann University of Texas	Linguistic Research System; Automatic Classification System; Information Maintenance System
435	Moshe Anisfeld McGill University	Letter incidence in pleasant and unpleasant English words
437	Alfred I. Fiks HumRRO	REFILL - field and laboratory investigation of selected factors in language learning
438	Samuel Fillenbaum University of North Carolina, Chapel Hill	Semantic satiation and delayed auditory feedback

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